

Title	Teach a person with hearing impairment who is impacted by hearing loss , and their communication partners, to communicate effectively		
Level	6	Credits	26

Purpose	People credited with this standard are able to: teach a person with hearing impairment loss , and their communication partner(s), to manage their listening environment and communicate remotely via communication technology; use assessment tool(s) to develop a speechreading and an auditory training programme for a person with hearing impairment loss and their communication partner(s); and deliver and evaluate a speechreading training programme and an auditory training programme.
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Classification	Health, Disability, and Aged Support > Hearing Therapy
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Available grade	Achieved
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[Explanatory notes](#) [Guidance Information](#)

- 1 [The performance of all outcomes of this unit standard must comply with any relevant cultural and legislative requirements including Te Tiriti o Waitangi \(Te Tiriti o Waitangi | The Treaty of Waitangi | Te Papa\), and the rights and responsibilities of people receiving services or supports as outlined in the Health and Disability Commissioner \(Code of Health and Disability Services Consumers' Rights\) Regulations 1996. \(Health and Disability Commissioner \(Code of Health and Disability Services Consumers' Rights\) Regulations 1996 \(SR 1996/78\).](#)

~~The performance of all outcomes of this unit standard must comply with any relevant cultural and legislative requirements including the Treaty of Waitangi [The full text of Te Tiriti o Waitangi | The Treaty of Waitangi | Te Papa](#), and the rights and responsibilities of people receiving services or supports as outlined in the Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996. [Health and Disability Commissioner \(Code of Health and Disability Services Consumers' Rights\) Regulations 1996 \(SR 1996/78\) \(as at 06 November 2021\) — New Zealand Legislation.](#)~~

- 2 This unit standard cannot be assessed against in a simulated environment. It is required that people seeking credit for this unit standard demonstrate competence and be assessed in the workplace. This can be through paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider.

3 This unit standard is a capstone standard building on the theoretical bases of several other hearing therapy standards. The integration of practice in the workplace with theory must be demonstrated. This will call for a variety of modes of assessment and forms of evidence to show consistency of performance across a range of situations.

4 Definitions

Communication partners, who may or may not be present, –are the individuals or groups of people whom the individual receiving services has identified as the priority contact(s) for given situations.

Organisational standards refer to the policies, procedures and practices which reflect an organisation’s service philosophy and the current and relevant ethical, legislative regulatory and contractual requirements to which the setting or role is subject.

Outcomes and ~~evidence requirements~~performance criteria

Outcome 1

Teach a person ~~with hearing impairment~~who is impacted by hearing loss, ~~to manage their listening environment, and with consideration of their communication partner(s). ~~to manage their listening environment.~~~~

~~Evidence requirements~~Performance criteria

1.1 The qualities of a listening environment are analysed in terms of how different factors can affect the ability of a person with hearing ~~impairment~~loss to communicate effectively in that environment.

Range factors must include but are not limited to – the listener, the speaker, the environment, the message.

1.2 Strategies that are selected and/or developed to manage the qualities of the listening environment, meet the communication needs and capabilities of the person and with consideration of their communication partner(s) and where appropriate, their communication partner(s).

Range may include but is not limited to –
 technology: use of assistive devices, hearing aids;
 physical environment: lighting, noise control, acoustics, seating;
 communication receptive skills: attentive listening, adaptive strategies, anticipatory strategies, predictability;
 communication repair strategies: repetition, confirmation, clarification, use of whiteboard or paper, requesting and using clear speech, requesting short segments of information;

evidence of two strategies for physical environment, two examples of communication receptive skills, three communication repair strategies is required.

1.3 Strategies are taught to the person and where appropriate, their communication partner(s), in a learning style that accords with their preference and cognitive ability, and with consideration of their communication partner(s).

- 1.4 The programme is evaluated in relation to the identified and actual learning outcomes for the person and their communication partner(s).
- 1.5 A plan is prepared to enable deficiencies in the teaching programme to be rectified, if required, in accordance with the evaluation.

Outcome 2

Teach a person ~~with hearing impairment~~[who is impacted by hearing loss](#), and their communication partner(s), to communicate remotely via communication technology.

Range communication technology may include but is not limited to – telephone (landline and/or mobile), computer (via Skype or similar), video conferencing, and may include combinations of these.

~~Evidence requirements~~[Performance criteria](#)

2.1 Selected communication technology/technologies meet the identified communication needs and capabilities of the person [and with consideration of their communication partner\(s\)](#)~~and their communication partners, as appropriate.~~

2.2 The requirements of the selected communication technology/technologies are analysed in terms of the factors that may affect the ability of a person with hearing ~~impairment~~[loss, to communicate effectively, and with consideration of their communication partner\(s\)](#)~~and their communication partner(s) as appropriate, to communicate effectively.~~

Range may include but is not limited to –
 technology: use of additional or specialised devices or systems, funding options;
 physical environment: lighting, power supply, internet connection.

2.3 Communication strategies are developed to meet the remote communication needs of the person [and with consideration of their communication partner\(s\)](#)~~and their communication partner(s), as appropriate.~~

Range may include but is not limited to –
 physical environment: noise control, acoustics, lighting, font size, colour contrast;
 communication receptive skills: attentive listening, adaptive strategies, anticipatory strategies, predictability;
 communication repair strategies: repetition, confirmation, clarification, requesting and using clear speech, requesting short portions of information, taking notes, using instant messaging or SMS in conjunction with the chosen technology;

evidence of two strategies for physical environment, two examples of communication receptive skills, three communication repair strategies is required.

- 2.4 Strategies are taught to the person and their communication partner(s) in a learning style that accords with their preference and cognitive ability.
- 2.5 The communication strategies are evaluated in relation to the identified [and actual learning outcomes](#) ~~needs~~ for the person and their communication partner(s), [as appropriate](#).
- 2.6 A plan is prepared to enable deficiencies in the teaching session to be rectified, if required, in accordance with the evaluation.

Outcome 3

Use assessment tool(s) to develop a speechreading and an auditory training programme for a person ~~with hearing impairment~~ [who is impacted by hearing loss and with consideration of their communication partner\(s\)](#), ~~and their communication partner(s)~~.

[Evidence requirements](#) [Performance criteria](#)

- 3.1 The ~~habilitation~~/rehabilitation needs of the person ~~and their communication partner(s)~~ are determined through the use of assessment tools in accordance with organisational standards, [and with consideration of their communication partner\(s\)](#).
- Range assessment tools may include but are not limited to – sentence test materials, word test materials.
- 3.2 The use of each selected assessment tool is explained in terms of the theory that underpins that tool's function.
- 3.3 Goals of the speechreading and auditory training programmes are established in accordance with the identified ~~habilitation~~/rehabilitation needs of the person [and with consideration of their communication partner\(s\)](#), ~~and their communication partner(s)~~, [as appropriate](#).
- 3.4 Content of the speechreading and auditory training programmes is developed in accordance with the identified ~~habilitation~~/rehabilitation needs of the person [and with consideration of their communication partner\(s\)](#), ~~and their communication partner(s)~~, [as appropriate](#).
- Range speechreading – lip patterns, speech movements, visual cues, words, sentences, contextual cues, situational cues;
auditory – speech sounds, words, sentences, contextual cues, situational cues.

Outcome 4

Deliver a speechreading training programme.

Evidence requirements**Performance criteria**

- 4.1 Method of delivery of the training programme matches the identified speechreading ~~habilitation~~/rehabilitation needs of the person and with consideration of their communication partner(s), and their communication partner(s), as appropriate.

Range _____ analytic, synthetic;

method of delivery may include but is not limited to – face to face, either one to one, or group, remotely by AV media, online.

- 4.2 Method of delivery and content of the training programme matches the identified capabilities and learner level of the person and with consideration of their communication partner(s), and their communication partner(s), as appropriate.

Range learner level – beginner, intermediate, or advanced;
capabilities – hearing levels, perceptual skills, cognitive functioning, and technology management skills.

- 4.3 Method of delivery and content of the training programme are explained in terms of the theory that underpins speechreading.

Outcome 5

Deliver an auditory training programme.

Evidence requirements**Performance criteria**

- 5.1 Method of delivery of the training programme matches the identified auditory ~~habilitation~~/rehabilitation needs of the person and with consideration of their communication partner(s), and their communication partner(s), as appropriate.

Range analytic, synthetic;

method of delivery may include but is not limited to – face to face: either one to one or group, remotely by AV media, phone, online.

- 5.2 Method of delivery and content of the training programme matches the identified capabilities and learner level of the person and with consideration of their communication partner(s), and their communication partner(s), as appropriate.

Range learner level – beginner, intermediate, or advanced;
capabilities – hearing levels, perceptual skills, cognitive function, technology management skills.

5.3 Method of delivery and content of the training programme are explained in terms of the theory that underpins auditory training.

Outcome 6

Evaluate a speechreading and an auditory training programme.

Evidence requirements Performance criteria

- 6.1 The speechreading and auditory training programmes are evaluated in relation to the identified and actual learning outcomes for the person and their communication partner(s).
- 6.2 A plan is prepared to enable deficiencies in the training programmes to be rectified, if required, in terms of the evaluation.

Planned review date	31 December 202 9 ²
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2017	<u>31 December 2025</u> N/A
<u>Review</u>	<u>2</u>	<u>Xx July</u> May <u>2024</u>	

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

~~Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.~~

~~Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.~~

~~Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.~~

~~Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The~~

~~CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.~~

Comments on this unit standard

~~Please contact Toitū te Waiora info@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard. Please contact Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council qualifications@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.~~

~~Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.~~

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